

## **The Continuum of Literacy Learning Grades PreK-8**

### **Interactive Read-Aloud and Literature Discussion**

Read Aloud is a strategy in which a teacher sets aside time to read orally to students on a consistent basis from texts above their independent reading level but at their listening level. At all grade levels students need to listen to age-appropriate text in a variety of genres and increasingly complex text within those genres. It is important for teacher to model readers' thinking within, beyond and about a text. Before, during and after listening to a text read aloud, teachers will want to notice evidence of students' literal comprehension, understanding important information and details and make predictions and important connections to the text. Students are actively listening and discussing the text. The listener is freed from decoding and is supported by the oral reader's fluency, phrasing, and expression.

A few examples of when and how we use read-aloud texts: Support reading and writing mini lessons, Support whole class book studies, Help students talk and think about complex texts, Introduce a theme, Open up new worlds, Mentor students in the thinking processes that are present during proficient reading, Familiarize students with text structures and genres, Support social studies and science curriculum.

### **Shared and Performance Reading**

Have many of the same goals as an interactive read-aloud, but goes beyond to having students actual participate in reading in some way. Students need to read in phrases, notice punctuation and dialogue, and think about the meaning of the text. All of these actions provide evidence that they understand the text and are processing it effectively. On these familiar texts, teachers have the opportunity to support and extend students' understandings.

### **Guided reading**

Guided Reading small-group support and explicit teaching to help students take on more challenging texts. As they read texts that are organized along a gradient of difficulty from A–Z, students expand their systems of strategic actions by meeting the demands of increasingly complex texts. They provide evidence of their thinking through oral reading, talk, and extension through writing. The guided reading continuum is related to text reading levels rather than grade levels because we envision continuous progress along these levels.

\*\* **The Continuum of Literacy Learning, Grades PreK-8, Second Edition A Guide to Teaching** By [Irene Fountas](#), Lesley University, [Gay Su Pinnell](#).